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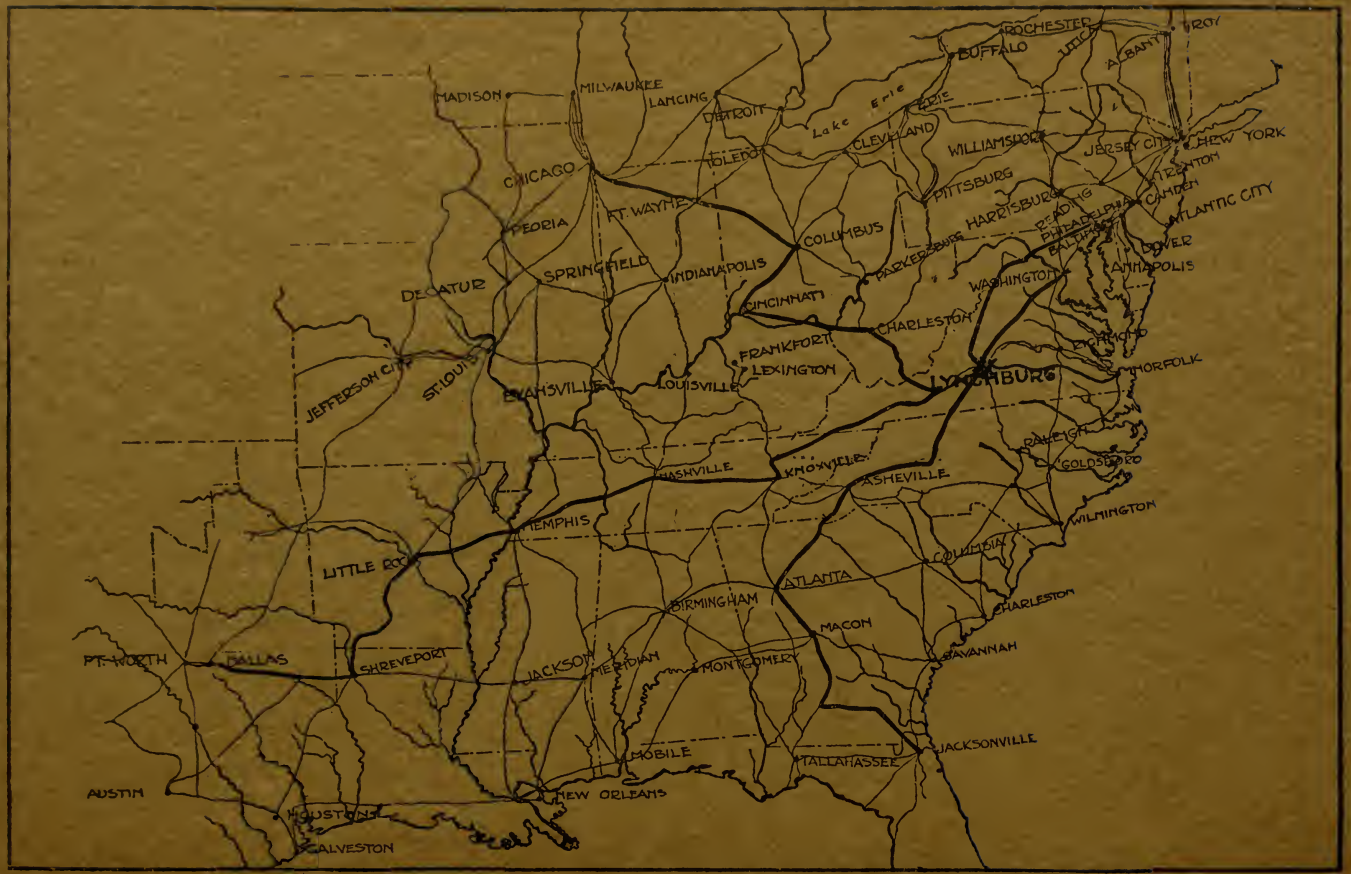
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CATALOGUE

OF

Randolph-Macon Woman's College

LYNCHBURG, VIRGINIA

Fifteenth Session

1907--1908

ANNOUNCEMENTS FOR 1908--1909

LYNCHBURG, VA.
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*Died Nov. 6, 1907.

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*Died Aug. 27, 1907.

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Evelyn Lee Moore

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Brickhouse, Margaret Haynes
Brower, Bessie Bennett
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Dayvault, Myrtle
Drewry, Eva
Ellis, Margaret
Erwin, Marguerite
Geiser, Hazel Filbert
Jackson, Elizabeth Dillard
Lee, Emma Dearing
Love, Hattie Frank
McAdory, Martha Caroline
Martin, Mabel
Meriwether, Margaret Madison
Moore, Lucy Washington
Motley, Louise Tod
Peets, Annie Cupples
Reekes, Lena
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Simpson, Mary Turner
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Talbot, Elsie Virginia
Tschumy, Corinne Bertha
Urner, Mary
White, Elizabeth Tunstall
Willey, Lena Tillou

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MARY PORTER.

Presidents Franklin Literary Society:
LOLA WANNAMAKER, SUSIE AMES.

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ANNE URNER.

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Sophomore Class, SOPHIE COCHRAN.
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McCabe, Ruth	C. M. McCabe	Indiana
McCrorey, Nettie	Mrs. J. T. McCrorey	Alabama
McGavock, Mary Bell	J. W. McGavock	Virginia
McGehee, Marion Holland	Rev. Dr. O. C. McGehee	Alabama
McKinnon, Sallie Lou	A. J. McKinnon	North Carolina
McLeod, Annie Rose	J. A. McLeod	Mississippi
McNeer, Ella Loula	Rev. A. C. McNeer	West Virginia
McRoberts, Letty Mae	R. E. McRoberts	Kentucky
Maben, Lillian Cabell	R. D. Maben	Virginia
Mann, Eva	Dr. J. A. Mann	North Carolina
Manor, Marguerite Lynn	W. E. Manor	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Manor, Shirlie Lee	W. E. Manor	Virginia
Mansur, Lula May	W. H. Mansur	Missouri
Marshall, Hardinia Maury	Mrs. R. T. Marshall	Kentucky
Martin, Elizabeth Terry	Mrs. G. W. Martin	Virginia
Matthews, Sue Wingate	S. W. Matthews	Virginia
Mead, Jennie Mary	C. W. Mead	Missouri
Meredith, Anna Luella	J. A. Meredith	Kentucky
Meyer, Aimee	J. F. Meyer	Missouri
Meyer, Lyra	L. Meyer	Alabama
Miller, Florence	O. L. Miller	Kansas
Millican, Annie	J. K. Millican	Texas
Ming, Anna	Judge E. I. Ming	Missouri
Mitchell, Louina Moffitt	W. Z. Mitchell	North Carolina
Monday, Lucy	Self	Tennessee
Moore, Eugenia Gunnell	Judge W. S. Moore	Texas
Morse, Mildred Hope	B. R. Morse	Virginia
Morton, Cornelia	T. B. Morton	Arkansas
Motley, Pearl Cousins	B. S. Motley	Virginia
Munson, Margaret	Dr. Edward Munson	New York
Myers, Hazel	D. H. Myers	Illinois
Nalle, Columbiana	Dr. Orville Nalle	Virginia
Neff, Willie Fayetta	Capt. J. G. Neff	Virginia
Nelson, Hilda LeRoy	D. M. Nelson	Virginia
Nelson, Margaret Browne	Dr. J. A. Mann	North Carolina
Nelson, Rosina	Rev. J. R. Nelson	Tennessee
Nevitt, Rebecca Thweatt	Rev. T. G. Nevitt	Virginia
Newland, Jo	W. C. Newland	North Carolina
Newton, Iris Ross	Dr. I. J. Newton	Louisiana
Nock, Miriam Brittingham	L. Floyd Nock	Virginia
Nock, Sarah Esther	L. Floyd Nock	Virginia
Nolan, Sara Louise	Dr. E. M. Nolan	Florida
Nolley, Annie Pryor	Prof. H. B. Nolley	Virginia
Norvell, Louise Saunders	L. S. Norvell	Texas
Nottingham, Margaret Upshur	R. V. Nottingham	Virginia
Nowlin, Margaret Kathryn	J. W. Elam	Virginia
Ogden, Marjorie	H. N. Ogden	Illinois
Oliver, Maude	G. B. Oliver	Arkansas
Oliver, Sara Irene	G. B. Oliver	Arkansas
Opp, Florence Marie	J. F. Opp	Kentucky
Orr, Perdie	A. G. Hyatt	Virginia
Palmer, Jessie Mae	Dr. J. G. Palmer	Alabama
Paquin, Pauline Elizabeth	Dr. Paul Paquin	North Carolina
Paxton, Jean Grigsby	R. G. Paxton	Virginia
Paxton, Rebecca	J. C. Paxton	Virginia
Pearson, Fletcher	Dr. A. A. Pearson	Alabama
Pendleton, Agnes Louise	Rev. B. A. Pendleton	Tennessee

NAME.	PARENT OR GUARDIAN.	STATE.
Perkins, Ida Strauss	J. T. Perkins	North Carolina
Perry, Nita Parr	E. A. Perry	Maryland
Pettyjohn, Martha Watts	J. P. Pettyjohn	Virginia
Poling, Mary Rodes	G. H. Poling	Virginia
Porter, Mary Fleming	W. A. Porter	Pennsylvania
Poston, Marie Louise	Dr. C. P. Poston	Missouri
Procter, Jennie	I. M. Procter	North Carolina
Ragsdale, Helen Calhoun	M. C. Ragsdale	Texas
Ramsey, Margaret Virginia	W. K. Ramsey	Arkansas
Randolph, Katherine Gertrude	Rev. J. A. Randolph	Montana
Ratcliffe, Carolyn Vaughan	E. H. Ratcliffe	Mississippi
Ray, Elma Leighton	D. J. Ray	Georgia
Ray, Mollie	D. J. Ray	Georgia
Reed, Ruth Ellis	J. L. Reed	Texas
Reekes, Sarah Gladys	C. T. Reekes	Virginia
Reese, George	L. W. Reese	South Carolina
Renner, Myrtle	W. J. Renner	Virginia
Rhea, Margaret	W. A. Ransom	Tennessee
Richardson, Maggie May	Mrs. N. B. Richardson	Mississippi
Riddick, Helen	Mrs. J. E. Riddick	Arkansas
Rixey, Edith Presley	Mrs. J. F. Rixey	Virginia
Roach, Marjorie	J. W. Roach	Texas
Roach, Myrtie	J. W. Roach	Texas
Roberts, Effie	J. H. Roberts	Virginia
Roberts, Lillie Belle	Frank Roberts	Georgia
Robertson, John Bartow	Mrs. A. C. Robertson	Alabama
Robinson, Belle Price	W. J. B. Robinson	Maryland
Robinson, Mary Virginia	H. A. Robinson	Virginia
Rogers, Olive	R. M. Rogers	Tennessee
Romansky, Millye	W. J. Romansky	Mississippi
Rothenberg, Theresa	Marks Rothenberg	Mississippi
Rowe, Edna Catharine	J. F. Rowe	Virginia
Russell, Carrie Moss	W. H. Russell	Virginia
Sanders, Frances Louise	A. H. Sanders	West Virginia
Sanderson, Lucile Ferguson	M. P. Sanderson	Texas
Sauerhoff, Agnes Dawson	J. H. Sauerhoff	Maryland
Scott, Mary Frances	Launcelot Scott	New York
Seal, Luetta Clarissa	L. C. Seal	California
Senn, Clara Belle	Judge C. A. Senn	Alabama
Shaner, Madeline	Jacob Shaner	Virginia
Sharp, Grace	W. N. Sharp	Pennsylvania
Sheltman, Ellen	Wade Sheltman	Kentucky
Sheppard, Olga de Graffenreid	Hon. Morris Sheppard	Texas
Sherman, Cecil May	H. E. Sherman	California
Sherrill, Mary Lura	M. O. Sherrill	North Carolina
Sibbald, Mabel Lloyd	F. M. Sibbald	Ohio

NAME.	PARENT OR GUARDIAN.	STATE.
Simmons, Marjorie Baxter	James Simmons	South Carolina
Sisson, Donna	Nathaniel Sisson	Missouri
Sites, Jane	Dr. J. McKee Sites	West Virginia
Sites, Nellie Ethel	Dr. J. McKee Sites	West Virginia
Smartt, Cora Vaughn	G. M. Smartt	Tennessee
Smith, Elsie May	Rev. George Laughton	New York
Smith, Gertrude Blackwell	J. Gordon Smith	Virginia
Smith, Jennie Deck	D. F. Smith	Texas
Smith, Martha Janie	J. D. Smith	Florida
Snodgrass, Blanche	Judge D. L. Snodgrass	Tennessee
Spies, Winona	Charles Spies	Alabama
Spragins, Lyde Harmon	J. B. Harmon	Texas
Steger, Ethel Ashlin	Mrs. S. B. Steger	Virginia
Stewart, Carlotta	Mrs. W. B. Stewart	Georgia
Stewart, Reba Cloud	Mrs. W. B. Stewart	Georgia
Stocks, Mattie	A. T. Stocks	Alabama
Street, Lucy Jane	A. M. Street	Georgia
Stude, Rhetta Adele	Mrs. A. Stude	Texas
Summers, Mary	Geo. R. Summers	Missouri
Taylor, Mary Peers	R. P. Taylor	Missouri
Terry, Eleanor	F. H. Terry	Virginia
Thomas, Nellie Belle	J. W. Thomas	Virginia
Thomas, Vera	Hon. A. F. Thomas	Virginia
Thompson, Leah	Frank Thompson	North Carolina
Thompson, Maude	W. H. Thompson	Missouri
Thornton, Mary Lydia	J. R. Thornton	Louisiana
Thorpe, Mildred Lee	Dr. J. L. Thorpe	Missouri
Tilghman, Rose Vance	T. W. Tilghman	North Carolina
Tillett, Kate	Rev. Dr. W. F. Tillett	Tennessee
Trammell, Mary Walton	Lee Trammell	Georgia
Trigg, Maggie	H. W. Trigg	Arkansas
Trimble, Nelle	Judge T. C. Trimble	Arkansas
Turner, Reba Murrell	Mrs. S. J. Turner	Virginia
Tutwiler, Frances Pope	T. S. Tutwiler	Georgia
Tyson, Evelyn	J. C. Tyson	Alabama
Urner, Ann	C. H. Urner	Virginia
VanHorne, Helen	J. D. VanHorne	Virginia
Vaughan, Carrie Virginia	J. A. Vaughan	Virginia
Vaughan, Cora Antoinette	Gen. C. C. Vaughan, Jr	Virginia
Vaughan, Sarah Penelope	Gen. C. C. Vaughan, Jr	Virginia
Waddell, Ethel	F. J. Waddell	West Virginia
Walbridge, Frances	Mrs. R. W. Innes	Michigan
Walker, Annie Laurie	Dr. J. L. Walker	Georgia
Walker, Florence	I. S. Walker	Virginia
Walker, Maude Miller	Mrs. R. S. Walker	Virginia
Wall, Ethel Riner	J. J. Wall	Virginia

NAME.	PARENT OR GUARDIAN.	STATE.
Waller, Helen Elizabeth	M. R. Waller	Kentucky
Walls, Cora	G. A. Walls	West Virginia
Walter, Beulah Blanch	W. V. Newton	Alabama
Walton, Emily Anderson	M. L. Walton	Virginia
Walton, Mary Beall	M. L. Walton	Virginia
Wannamaker, Anna Ellen	Mrs. W. C. Wannamaker	S. Carolina
Wannamaker, Lola Matilda	Mrs. W. C. Wannamaker	S. Carolina
Ward, Eula Virginia	G. D. Ward	Texas
Wardlaw, Jessie	V. S. Wardlaw	Texas
Warmoth, Winona	M. L. Warmoth	Louisiana
Warren, Bessie Brooks	Miss Frances Warren	Georgia
Watts, Edith	J. K. Watts	Georgia
Watts, Frances Sue	Mrs. W. Y. Shackelford	Virginia
Waugh, Rosa Oliver	Mrs. M. C. Waugh	Virginia
Wells, Vivian	T. E. Wells	Ohio
Westall, Mary	J. M. Westall	North Carolina
Whitecotton, Elizabeth Morris	J. H. Whitecotton	Missouri
Whiteside, Annie Christine	S. R. Whiteside	Tennessee
Whittington, Mary	A. A. Whittington	Maryland
Wilcox, May	Rev. B. E. Wilcox	Georgia
Williams, Carrie	Mrs. R. C. Williams	Virginia
Williams, Ruth	W. H. Williams	Alabama
Wilmoth, Emily Josephine	A. F. Wilmoth	West Virginia
Wilson, Hoyland Lee	Col. J. D. Wilson	Tennessee
Wilson, Mary	J. H. Wilson	Virginia
Wood, Florence	Judge T. A. Wood	Mississippi
Wright, Ellen Katherine	S. A. Wright	Virginia
Wright, Sallie Arinthia	T. B. Wright	Virginia
Young, Mary Elizabeth	Dr. C. B. Young	Virginia

ANNOUNCEMENTS

GENERAL INFORMATION

Purpose. The Randolph-Macon Board of Trustees was incorporated in 1830, and is empowered by its charter to establish and conduct educational institutions in any part of Virginia. Under this authority it controls Randolph-Macon College, for men, at Ashland, Va.; Randolph-Macon Academies, for boys, at Bedford City and Front Royal, and Randolph-Macon Institute, for girls, at Danville, Va.

In 1891 the Board was entrusted with a large fund raised by subscription in the city of Lynchburg and asked to create a college for women that should offer advantages equal to those of the best colleges for men in Virginia. The purpose of the founders was expressed in the following statement:

> "We wish to establish in Virginia a college where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with the highest ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss to woman's crowning glory, her gentleness and grace."

The desire thus expressed has been realized beyond their most sanguine expectations. The highest standards have been maintained, and for years past the attendance has been limited only by the capacity of the College dormitories. Four separate times these have been enlarged. Last year Science Hall, a dormitory for a hundred additional students, a library building and a steam laundry were added; the chapel was enlarged to double its former capacity, and twenty thousand dollars were added to the endowment. The undertaking is fully past the experimental stage, and the College is already one of the eight largest "Division A" colleges for women in the United States.

Location. The site of the College buildings is a commanding elevation on Rivermont Avenue. It is within the corporate limits of the city of Lynchburg and a fifteen-minute ride by the electric cars (which pass the College gate every twelve minutes) to the business centre of the city; yet in its fifty acres of campus extending from Rivermont Avenue to the James River and diversified with dale and copse and flowing river, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter thirty miles distant rise to view in the west; lesser spurs of the Blue Ridge lie around in close proximity, and the historic James River flows majestically by on its way to the sea. The natural drainage is perfect, the sanitary arrangements are modern, and all the conditions of health which characterize this famous Piedmont Region of Virginia are found united here. Increased vigor and healthful physical development usually accompany the intellectual advancement of our students.

Climate. The U. S. Weather Bureau has an office in Lynchburg, where official records have been kept for thirty-three years. They show for the school months:

Mean temperature in September	69°
Mean temperature in October	58°
Mean temperature in November	47°
Mean temperature in December	40°
Mean temperature in January	37°
Mean temperature in February	39°
Mean temperature in March	46°
Mean temperature in April	56°
Mean temperature in May	66°
Mean temperature in June	74°

The lowest temperature recorded was six degrees below zero for a single day in the thirty-three years.

Buildings. The buildings now front 701 feet, with large extensions in the rear. [See front view, facing title page.] In them are provided lecture rooms for the languages, ancient and modern; History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics and Psychology; library, reading room; gymnasium and appliances for Physical education; chapel, dining halls and dormitories, all heated, lighted and ventilated after approved modern plans.

The Jones Memorial Library. By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgia Lee and Lillie Fannie Jones, a beautiful library building with shelf room for 50,000 volumes was erected last year. A good working library of about 5,000 volumes has been accumulated.

Winfree Observatory. By the generous gift of the late Maj. C. V. Winfree an excellent six-inch equatorial telescope has been provided for astronomical observations. It is mounted in a separate building suitable for the purpose.

Gymnasium. A gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing.

Endowment and Aid Funds. The endowment of the College and its establishment upon the Carnegie Foundation enable us to secure professors of high ability and scholarship. There are also loan funds, scholarships, and other aids to assist capable students of limited means to secure the advantages of the College.

Dr. Samuel Rolfe Millar has established a perpetual scholarship in honor of his mother, a relative of John Randolph. Applicants from Warren County, Virginia, are to be first considered for this assistance.

The Norfolk College Alumnæ and its Saunders Memorial Chapter have given $1,500 as a memorial fund in honor of the late Rev. R. M. Saunders, the interest of which sum is given annually to some student selected by the donors.

Government. The government of the College corresponds to the character of the students expected. The requirements are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexatious and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and confidence resposed in students is one of the educative forces of the College. Should any student persistently fail to respond to this

expectation, she must be withdrawn as unprepared for college responsibilities. The preservation of order in the buildings and matters of college etiquette are largely left to the "Student Committee," and self-government has been gradually extended in other matters as results have justified such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered here for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

Medical Care. Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend to all cases of sickness in the College and to supervise the sanitary arrangements of the institution. This valuable service is provided by the College without additional cost to the student.

Religious Advantages. The daily exercises of the College are opened with religious services. In addition to the regular College courses in the English Bible, several Bible classes are taught in the College by professors and mature students. Bible courses are also offered in the Sunday schools of the leading denominations in the city. Students attend the church of their choice in the city at eleven o'clock, and vesper services in the College in the evening, conducted by ministers of the Methodist, Presbyterian, Episcopal and Baptist churches. The Y. W. C. A. conducts a weekly prayer meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting.

Literary Societies. Two Literary Societies are conducted with enthusiasm and success. They furnish important culture to their members and constitute an interesting feature of the College life.

Recreations. Besides the regular drills of the gymnasium, facilities are provided for tennis, basket-ball and boating. There are also about two miles of prepared walks in the campus.

REQUIREMENTS FOR ADMISSION

Students are admitted to residence: (I) As full members of the Freshman Class. (II) As conditioned members of the Freshman Class. (III) As members of advanced classes. (IV) As special students.

I. For unconditioned admission to the Freshman Class the applicant must be at least sixteen years of age at next birthday and must show preparation by examination or certificate amounting to fifteen units. A unit is considered as representing one year's work in a standard high school, five recitations weekly.

Every candidate must offer:

English	3 units
History	1 unit
Mathematics	3 units
Latin	4 units
Greek	3 units
or	
*A Modern Language	2 units
German, or French, or Spanish.	
A Science	1 unit
Physics, or Chemistry, or Botany, or Zoölogy, or Physiography.	

*The candidate who offers two units in a Modern Language must offer an additional unit, to be selected from one of the following subjects: A Modern Language, Greek, History, Literature, or Science.

DEFINITIONS OF ENTRANCE REQUIREMENTS.

1. ENGLISH, counting three units.—The College entrance requirements of the New England, Middle States, and Southern States Associations of Colleges and Preparatory Schools. These are:

Part I. English Grammar and Grammatical Analysis, counting one-half unit; Elementary Rhetoric, including punctuation, paragraphing and composition, counting one and one-half units.

Part II. The Reading Course, counting one unit:

(a) *For Special Study and Practice, 1908-09.*—Burke's Speech on Conciliation with America; Macaulay's Essay on Addison and Life of Johnson; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Shakspere's Julius Cæsar.

(b) *For Careful Reading, 1908-09.*—Addison and Steele's Sir Roger de Coverley Papers; Coleridge's Ancient Mariner; George Eliot's Silas Marner; Irving's Life of Goldsmith; Lowell's Vision of Sir Launfal; Scott's Ivanhoe and Lady of the Lake; Shakspere's Macbeth, and Merchant of Venice; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

No applicant will be admitted to the Freshman Class whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs. Two years' time should be devoted to Rhetoric, with special attention to style and a large amount of practice in rhetorical analysis and composition.

2. HISTORY, counting one unit.—The requirement in History may be met by offering one of the following courses:

(a) United States History and Civil Government.

(b) English History.

(c) English and American History.

(d) Mediæval and Modern History.

(e) Greek and Roman History.

The preparation required may be indicated by citing such text-books as Montgomery's History of the United States, Fiske's Civil Government, Andrews' History of England, Adams' Mediæval and Modern History, West's Ancient History, Myers' General History.

3. MATHEMATICS, counting three units.—(a) ALGEBRA.—The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and numbers; exponents, including the fractional and negative.

Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; the formulas for the nth term and the sum of the terms of arithmetical and geometrical progressions, with applications.

(b) PLANE GEOMETRY.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of lines and plane surfaces.

4. LATIN, counting four units.—School Grammar, such as Gildersleeve's, Allen and Greenough's, or Bennett's. Accurate knowledge of the forms is insisted upon. Exercise in prose composition should be written throughout the entire course of preparation. Reading: Four books of Cæsar, six Orations of Cicero, and six books of Virgil's Æneid. Equivalent amounts of Sallust or Ovid may be substituted for parts of these. Sight-translation of easy prose.

5. (a) GREEK (if offered), counting three units.—The requirements of the Association of Colleges and Schools of the Southern States, viz.: Elementary grammar with special attention to forms and practice in prose composition. Reading: Four books of Xenophon's Anabasis; three books of Homer's Iliad. Translation of easy prose at sight.

(b) GERMAN, counting two units.—Requirements for entrance in German are a correct pronunciation, a knowledge of the inflection of nouns, adjectives and verbs, a fair vocabulary, ability to translate ordinary English sentences into German, and ability to read simple German at sight. Any good grammar will be recognized (of the class of Thomas, Whitney, Joynes-Meissner). Reading not fewer than 300 pages, a part of which should be one play of Schiller. It is recommended that the student be taught German script.

(c) FRENCH, counting two units.—This should comprise a good knowledge of the elementary grammar and such experience and facility in translation as is attained by reading 600 pages of French in the usual texts. It is suggested that particular stress be laid upon the acquirement of a good pronunciation and a practical command of the language.

(d) SPANISH, counting two units.—The student should have a good knowledge of the elementary grammar and such acquaintance

with the language as is attained by translating 600 pages of Spanish in the usual texts. It is suggested that much stress be placed upon the irregular verbs and upon the attainment of a practical command of the language.

6. SCIENCE, counting one unit.—One year's high school course (five times per week) in Physics, Physiography, Botany, Zoölogy, or Chemistry.

(a) PHYSICS.—The following text-books are recommended: Carhart and Chute's Physics; Cooley's Student's Manual of Physics; Gage's Elements of Physics; Wentworth and Hill's Text-Book of Physics.

The lessons should be accompanied by demonstrations illustrating the principal phenomena and, besides, the student should devote at least seventy-two hours to individual laboratory work. The laboratory note-book must be presented with the certificate at the time of matriculation.

(b) CHEMISTRY.—Recitation and laboratory work equivalent to five periods weekly throughout one year of a high school course. The candidate must present a note-book bearing the statement, signed by her instructor, that it is a true and satisfactory record of laboratory practice done by the student presenting it, and that it has been written by her.

The following texts are recommended: Newell's Descriptive Chemistry; Hessler and Smith's High School Chemistry; Shepard's Elements of Inorganic Chemistry; Remsen's Introduction to Chemistry; McPherson and Henderson's Elementary Study of Chemistry.

(c) PHYSIOGRAPHY.—Text-books recommended: Davis's Physical Geography; Tarr's First Book in Physical Geography.

Physiography will not be accepted for entrance unless a note-book embodying the results of considerable practical work is presented, as in Physics.

(d) BOTANY AND ZOÖLOGY.—Text-books Bergen's Elements of Botany; Coulter's Plant Relations; Davenport's Introduction to Zöology; Kellogg's Elementary Zoölogy.

Laboratory work and note-book as in Physics.

II. Conditioned Freshmen.—Applicants passing on not less than ten and a half of the above required units may be admitted as conditioned Freshmen. The deficiency should be made up within the first two years of residence.

III. Students who are prepared to enter courses higher than Freshmen can do so upon showing such preparation to the committee on advanced standing.

IV. Special Students.—Students not proposing to pursue the regular course may be matriculated as special students on the following conditions:

First. They must be at least eighteen years of age at next birthday.

Second. They must be prepared on the entrance requirements, to the extent of ten and a half units, English being required to the extent of two and a half units and Mathematics to the extent of two units.

Third. They must devote at least nine hours a week to studies selected from the departments of History, Languages, Science, Mathematics or Philosophy.

Teachers and other mature persons, not less than twenty years old, desiring special courses, are admitted to classes for which they are prepared, according to the rules of the Association of Colleges and Preparatory Schools of the Southern States, without standing the regular entrance examinations.

Admission by Certificate. The certificates of High Schools, Seminaries, Institutes, Fitting Schools and Colleges that are accredited by any College of the Association of Colleges and Preparatory Schools of the Southern States, or by the similar association of the New England and Middle States, will be received in lieu of entrance examinations for what they certify to have been done. These certificates should be on the forms provided for the College. When desired, examination questions will be sent to teachers preparing students for the College, who will return the "pledged" papers to us.

How to Apply for Admission. All applications should be accompanied by statement of preparation made upon the blank forms of the College. These will be sent upon request free of charge.

Rooms in the College dormitories will be assigned to new students in the order of their engagements.

Students should report to the office promptly upon arrival for matriculation.

Degrees. The degrees offered are Bachelor of Arts (A. B.), and Master of Arts (A. M.).

Organization. For the sake of convenience the courses are arranged in the accompanying table in the order usually pursued, but the curriculum is not based upon a strict four-year class organization. As the work of each course is satisfactorily completed, the student receives credit therefor. When all the courses of instruction in any subject are completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the A. B. or the A. M. degree is satisfactorily completed, the student receives the degree, whether she has attended four years or not. Thus capacity and energy are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also who cannot remain to take a degree can obtain year by year certificates of the work done in the lower courses and the Certificate of Proficiency in the final course in each subject.*

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

*After 1910 Certificates of Proficiency will be issued only in the Departments of Music and Art.

COLLEGE COURSES LEADING TO A. B.

The courses for the A. B. degree are as follows, grades of 75 per cent. being required in each course:

FIRST YEAR	*Hours per week*	SECOND YEAR	*Hours per week*
English	3	English	3
Latin	3	Psychology and Logic	3
Mathematics	4	Greek, or	3
*A science	3	A modern language	
English Bible	2	A science	3
		History	3
	15		15

THIRD YEAR	*Hours per week*	FOURTH YEAR	*Hours per week*
Ethics and Psychology or	3	Electives: Prescri'd in groups	9
Greek, or		Free choice	6
A modern language			
Electives: Prescri'd in groups	9		
Free choice	3		
	15		15

*Two of the courses, Chemistry 1, Biology 1, Physics 1, are required in course for the degree. These two must be subjects not offered for admission.

ELECTIVE GROUPS.

Upon completing the work of the second year students select the line of their further study according to their special aptitudes.

Before the beginning of the third year each student will be expected to select a leading subject from the following: English, Latin, Greek, German, French, Philosophy, History, Mathematics, Chemistry, Physics, or Biology. She will be required to complete nine hours of elective courses in the leading subject. Other courses amounting to nine hours will be arranged after conference with her adviser, the head of the department in which she elects her principal work. The remaining nine hours of electives may be selected by the student.

COURSES LEADING TO A. M.

For this are required:

1. The A. B. Degree.

2. Fifteen hours a week for one year, in residence, the work to be selected by the student from advanced courses and subject to the approval of the faculty. In place of three hours of this work a thesis on work in the student's principal subject may be substituted if desired by the student and approved by the professor.

CERTIFICATES OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will, upon application, receive a Certificate of Proficiency in that subject. This certificate will not be issued after 1910 except in Music and Art.

Examinations. There are two examinations, conducted in writing, one at the close of the half-session in January, the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher course. Students are required to attend the examinations of their classes; and whenever, for any cause, a special examination is asked for, and granted, the student must pay a special fee of $5.

Reports. A report of the standing of each student is made to her parent or guardian at the end of every quarter during the session, and such special remarks will be appended as each case may demand.

COURSES OF INSTRUCTION

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Spanish, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, Astronomy, English Bible, Music, Art, and Physical Development.

In these subjects the following courses of study are offered:

I. ENGLISH.

PROFESSOR ARMSTRONG. ADJUNCT-PROFESSOR BLACKWELL.
MISS POWELL. MISS MAYES.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends *"The Susan Duval Adams Chair of English."*]

Course 1. ADVANCED RHETORIC AND COMPOSITION.—Paragraph and forms of discourse; Planning; Theme-writing. This work is accompanied by a large amount of analysis to illustrate the principles. Subjects for longer composition are assigned at stated intervals. Special attention is given Description and Narration. Required for the degree. Three times a week through the year.

For admission to this course, the applicant is examined upon the subjects included in the requirements for admission (see pp. 23-28). Stress is laid upon careful preparation in style—Diction, Figures of Speech and the Sentence—re-enforced by a large amount of analysis and composition. In addition, knowledge of the elementary laws of the Paragraph and of Forms of Discourse is required. In lieu of an examination, a certificate showing that these subjects have been satisfactorily completed will be accepted from an accredited school.

Course 2. (a) EXPOSITION AND ARGUMENTATION, with special attention to criticism and debate. Three times a week in the fall term.

(b) ROMANTICISM IN ENGLISH LITERATURE OF THE NINETEENTH CENTURY.—A study of its characteristics. Three times a week in the spring term.

This course is open to those who have completed Course 1, and is required for the degree.

Course 3. (a) AMERICAN POETS.—Three times a week in the fall term.

(b) TENNYSON.—Three times a week in the spring term.

This course is open to those who have completed Course 2.

Course 4. VICTORIAN PROSE. [Not offered in 1908–09.]

Course 5. A HISTORICAL OUTLINE OF ENGLISH LITERATURE.—Representative texts will be assigned for report and discussion. Three times a week.

Course 6. SHAKSPERE.—Six or eight plays are read. A critical study is made of structure, plot, and delineation of character. This course aims by means of reading and class-room interpretation to give the student a more intimate knowledge of Shakspere's dramas and a deeper appreciation of certain aspects of his art. Three times a week.

Course 7. CHAUCER.—A detailed study of selected works, with reference to the sources of his poems and his use of his material. It considers Chaucer's rank as an artist and his significance as a representative of the spiritual and social forces of the nineteenth century. The aim of this course is primarily literary and seeks to develop the student's insight and appreciation by intensive study of a definite number of poems. Three times a week.

Course 8. THE ENGLISH NOVEL IN THE NINETEENTH CENTURY.—A study of the development of English prose fiction with a view to its historical continuity and its growth as a literary form. Three times a week.

Course 11. ANGLO-SAXON.—Elementary course. [Not offered in 1908–09.]

Course 12. MIDDLE ENGLISH.—An introduction to the language and literature. Three times a week through the year.

Course 13. THEORY OF ENGLISH GRAMMAR. — Historical Grammar; Phonology; Investigation of forms and idioms. This course is especially helpful to those who expect to teach in preparatory schools. Open to those who have completed the Freshman year. Three times a week through the year.

II. LATIN.

PROFESSOR SHARP. MISS WHITESIDE.

Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

Course 1. This class will read Livy, Cicero de Senectute and the Odes, Satires and Epistles of Horace. A thorough study is made of the lyric metres of Horace. Latin prose composition weekly. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—Livy, Book I. and selections (Dennison); Cicero de Senectute (Bennett); Horace (Smith and Greenough, or Page, Palmer and Wilkins); Gildersleeve's Grammar (latest edition); Latin Prose Composition.

Course 2. The class will read the Agricola of Tacitus, the Satires of Juvenal and a play of Plautus. Attention will be given to characteristics of style, and to deviations, of whatever kind, from standard classical usage in the texts read. History of Latin literature, with critical and explanatory comments. Exercises in Latin prose composition based on selections made each week from standard authors of the classical period. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—The Agricola of Tacitus (Gudeman); Rudens of Plautus (Sonnenschein); Juvenal (Duff or Wright); Mackail's Latin Literature.

Course 3. In this class the Annals of Tacitus, the Satires of Juvenal and a play of Plautus will be read. History of Latin literature, with explanatory comment and criticism. This class will be conducted in all respects on the same plan as that of Course 2. [Offered for 1909–1910.]

TEXT-BOOKS—Annals of Tacitus (Allen or Furneaux); Juvenal (Wright or Duff); Trinummus of Plautus (Morris, or Freeman and Sloman); Mackail's Latin Literature.

Course 4. The reading in this course will consist of selections from Lucan, Seneca, and the elegiac poets Propertius and Tibullus. A critical study will be made of ante-classical, post-classical and

colloquial forms and usages. The class will study the antiquities and private life of the Romans. Advanced exercises in Latin prose composition. Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Selections from Lucan's Pharsalia (Postgate); Tragedies of Seneca (Kingery); Selections from Tibullus and Propertius (Ramsay); Private Life of the Romans; Friedlaender's Town Life in Ancient Italy (Waters).

Course 5. This class will read the Dialogus of Tacitus, selections from Catullus, and the Tenth Book of Quintilian. The study of Latin Epigraphy and Paleography will be taken up and continued throughout the year. Advanced exercises in Latin prose composition will be assigned as in Courses 2 and 3. Practice in reading at sight. Three times weekly throughout the year. [Offered for 1909–1910.]

TEXT-BOOKS—Dialogus of Tacitus (Bennett); Catullus (Merrill); Quintilian, Book X. (Peterson); Handbook of Greek and Latin Paleography; Latin Inscriptions (Lindsay).

In addition to Courses 1, 2 or 3 and 4 or 5, the second term of Course 1 in History will be required for a Certificate of Proficiency.

III. GREEK.

PROFESSOR SHARP. MISS WHITESIDE.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

Course 1. ELEMENTARY.—This course is planned for beginners in Greek. It comprises a thorough study of forms and inflections, along with the elements of Greek Syntax. The texts read will be Xenophon's Anabasis and Homer's Iliad. Sight reading in the New Testament. Three hours a week throughout the year.

TEXT-BOOKS—Benner and Smythe's First Greek Book; Xenophon's Anabasis (Smith); Homer's Iliad (Sterrett); Goodwin's Grammar; Gleason's Greek Prose Composition.

Course 2. The class will read selections from the Odyssey, Herodotus, Euripides and Plato. Practice in sight reading. This course is required for the A. B. degree when Greek is offered for entrance. Three times weekly throughout the year.

TEXT-BOOKS—Odyssey, Books VII–XII (Merry); Herodotus, Book III (Macaulay); Alcestis of Euripides (Hadley); Plato's Apology and Crito (Kitchel); History of Greek Literature; Spieker's Greek Prose Composition.

Course 3. Three times weekly throughout the year. Reading at sight. This class will read Thucydides, Sophocles and selections from Attic orators.

TEXT-BOOKS—Thucydides; Ajax or Œdipus Tyrannus of Sophocles; Selections from Attic Orators; Advanced Greek Prose Composition.

Course 4. Æschylus, Demosthenes, Aristophanes and Theocritus will be read in this class. Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Persians or Seven Against Thebes of Æschylus; Demosthenes on the Crown; a Comedy of Aristophanes; Selected Idyls of Theocritus; Advanced Greek Prose Composition, continued.

In addition to Courses 1, 2, 3, and 4, the first term of Course 1 in History will be required for a Certificate of Proficiency.

IV. GERMAN.

PROFESSOR CAMPBELL. MRS. HARMANSON.

The principle according to which the following courses have been arranged is that of greater concentration. A study of the older stages of the German language belongs, it would seem, in the University courses, while an intelligent study of the older literature is hardly possible apart from that. For this reason our courses are restricted to the two centuries in which are manifest the reawakening and development of modern German literature, the eighteenth and the nineteenth. An intelligent study of Lessing, Schiller and Goethe is the key to the entire eighteenth century literature of Germany. The nineteenth century shows a greater range of talents; the selection is harder, but has been made with care.

Courses 3, 4, 5 and 6 are open to all students who have completed Course 2.

All classes meet three times a week, in fifty-minute periods.

German 1. Thomas' Grammar, Part I. Reading will consist of prose stories of the character of Immensee, and one play of

Schiller. Regular exercise work. Entire amount of reading 400 pages. This course may count for the degree, if French I is not so counted. No knowledge of German is presupposed.

German 2. Reading: Two plays of Lessing (Minna von Barnhelm and Emilia Galotti), one play of Schiller, Hermann und Dorothea. Thomas' Grammar, second part. Especial attention to exercises. German used in class as far as possible. Reference book for literature, Kluge (in German).

German 3. Reading for first term: Prose of the nineteenth century (Harzreise, one story representative of the Romantik, two stories of Keller, Frau Sorge). Reading for second term will be from the nineteenth century lyrics. No collection will be used, but separate editions of Heine, Uhland, and Mörike. Grammar: Brandt. Reference book for literature: Weitbrecht's Deutsche Literaturgeschichte des 19. Jahrhunderts. This class is conducted in German.

German 4. Devoted to the drama of the nineteenth century: Kleist (Prinz von Hamburg), Hebbel (Herodes u. Mariamne and Agnes Bernauer or Gyges und sein Ring), Grillparzer (Ahnfrau, Des Meeres und der Liebe Wellen). In connection with this work selections from Freytag's Technik des Dramas, Lessing's Dramaturgie (in translation) and a chapter from Schlegel's History of the Dramatic Art will be read. Weitbrecht (as in German 3) will be taken with especial reference to the drama. Grammar, Brandt (sections from Part II). The course is conducted in German.

German 5. Lessing: Hamburgische Dramaturgie (selections); Schiller: Wallenstein (in full), Braut von Messina, Geschichte des dreissigjährigen Krieges (selections—in connection with Wallenstein), Schiller's Leben (v. Wollzogen). Brandt's Grammar (sections from Part II). Reference books for literature: Scherer and Kluge. The course is conducted in German. Course 5 alternates with 6, and is not offered for 1908–09.

German 6. Selections from Dichtung und Wahrheit, lyric poems, Iphigenie in the first term. The second term will be given to Faust. References: Scherer, Kluge. Grammar: Brandt, as in 5. Course conducted in German and offered for 1908–09.

V. FRENCH.

PROFESSOR (to be elected). MRS. WAUGH. MRS. HARMANSON.

In the French courses, students will be introduced to French thought as expressed by the best French writers; to French life as the most vivid of modern national lives; to French style as a model of lucidity and artistic form.

An elementary course in grammar, reading, and composition will furnish a foundation for more advanced work. Frequent translations from French into English as well as from English into French will be required as showing the differences and correspondences in structure and idiom in the two languages, and as promoting accuracy and readiness in the use of English.

Course 1. This course is designed as a preparation for the advanced courses, but may be taken by those who, not having presented French on entrance, desire only a reading knowledge of the language. In this course a careful study is made of the forms and grammatical facts of the language and much reading is done in modern prose. Particular attention is paid to pronunciation. Weekly exercises in composition are required of students.

This course covers not less than six hundred duodecimo pages of nineteenth century literature, selected from the writings of at least five standard authors.

TEXTS—Grandgent's, Fraser and Squair's Grammars; Halévy, L'Abbé Constantin; Balzac, Eugénie Grandet; Erckmann and Chatrian, Madame Thérèse; Mérimée, Colomba; Coppée, Le Luthier de Crémone; Crane, Tableaux de la Révolution Française.

Course 2. A General View of French Literature and a practical study of the language. The object of this course is not only to give the student a sufficient command of French to profit by the work in the elective courses, but also to present a general view of the literature for such students as are unable at present to continue their study of French beyond this course. Some considerable part of the work, especially during the second term, will be conducted in French.

TEXTS—Selections from authors such as the following: Daudet, Zola, Pailleron, Augier, de Musset, Victor Hugo, Beaumarchais, Racine, Molière, Saint Simon.

Course 3. This course contemplates a theoretical and practical study of phonetics. The formation of French speech sounds will be explained and the student taught to take account of her individual vices of pronunciation, and will be furnished with the means of correcting them. Frequent exercises in reading will complement the experimental work in phonetics, and special study will be made of the French phrase, accent, liaison, pauses, and intonations.

Course 4. French Classicism. This course provides for a study of the classic literature and of the intellectual and social life of France during the seventeenth and eighteenth centuries.

TEXT AND READING—Corneille, Le Cid, Horace, Polyeucte; Racine, Athalie, Andromaque, Iphigénie; Molière, Les Précieuses Ridicules, Les Femmes Savantes, Le Misanthrope; Fénélon, De L'Education des Filles; Bossuet, Orasons funèbres; Mme. de Sévigné, Lettres Choises; La Bruyére, Les Caractères; Saint Simon, Portraits; La Rochefoucauld, Les Maximes; Beaumarchais, Le Mariage de Figaro, Le Barbier de Seville; Voltaire, Zaire; Sedaine, and Marivaux.

[This course is not offered for 1908–09.]

Course 5. The Romantic Movement in France and its determining foreign influences. A preliminary study will be made of Rousseau and other precursors of the movement.

TEXTS—Victor Hugo, Hernani, Notre Dame de Paris, Les Orientales, Préface de Cromwell; Lamartine, Méditations; Musset, Comédies, Poesies, de Vigny, etc.; Lanson, Histoire de la Littérature française; Pellissier, Le Mouvement littéraire au XIXe Siècle.

Course 6. The Evolution of Realism and the reaction of the scientific against the romantic spirit. [Alternating with Course 7. Offered for 1908–09.]

TEXTS—Mérimée, Stendhal, Balzac, Flaubert, Augier, Daudet, Maupassant, Zola, Pellissier, Mouvement littéraire au XIXe Siècle.

Course 7. Latest phases of literary activity. Naturalists, Parnassians, Decadents, Symbolists, Independants. [Alternating with Course 6. Offered 1909–10.]

TEXTS AND READING—Zola; Sully Prudhomme; Verlaine; Leconte de Lisle; Barrès; Loti; Rod; Brieux; Rostand; Donnay; Lavedan; Capus; France; Bourget; Pellissier, Mouvement littéraire contemporain.

Courses 3 to 7 inclusive, will be conducted in French.

VI. SPANISH.

PROFESSOR (to be elected).

Course 1. Elementary Spanish. Grammar, composition, and reading from modern Spanish authors. Considerable practice is given in Spanish conversation.

TEXTS—Grammar, Ramsey; Padre Isla, Gil Blas of Lesage; Valera, El Pajaro Verde; Pérez Galdos, Doña Perfecta.

Course 2. Spanish Literature. During the first term some modern novels and plays will be read. The work of the second term will consist of readings from Spanish literature of the Golden Age—Cervantes, Calderon, and Lope de Vega. The course will be conducted largely in Spanish.

VII. PHILOSOPHY.

PROFESSOR LANE. MISS SCOTT.

Course 1. This course is required for the degree. It occupies three hours per week throughout the year.

(a) PSYCHOLOGY.—It will consist of a study of mental elements and compounds. Text-book work and supplementary reading, together with regular laboratory practice, will be required. A prime object of the course is to train the student in the practice of exact introspection.

TEXTS—Titchener's Outlines of Psychology; Lane's Elemental Consciousness; Reference, James' Principles of Psychology. Titchener's Experimental Psychology (Qualitative Experiments).

(b) LOGIC.—A brief course in Logic will take the place of Psychology in the last part of the second term. It will attempt not merely to possess the student with the formulas of ordinary Logic, but to interpret these in the light of the modern developments of Logic.

TEXT-BOOKS—Creighton's Introductory Logic; Reference, Bosanquet's Morphology of Knowledge.

Course 2. This course occupies three hours per week, and is required for the degree as an alternative with a second modern language (or Greek) in the requirements of the third year.

(a) Genetic and General Psychology.—A study of the theory of mental development and some of the phases of mental genesis represented in childhood, adolescence, etc., will occupy part of the time. Also a survey of some of the problems of perceptual consciousness in regard to space perception, time perception and the perception of external reality in their general theoretical bearings, is undertaken. Discussions, prescribed readings, papers by students, and text-book work will constitute the method of instruction.

(b) Ethics.—This will occupy the second term. It will consist of a careful consideration of the nature of desire, motive, etc., with their significance in the interpretation of human freedom, a brief study of types of theory concerning the moral standard and its application to the system of virtues, moral institutes, and moral progress. Text-book work will be expected, and free discussion will be encouraged.

Texts—Stout's Manual of Psychology; Baldwin's Mental Development; J. S. Mackenzie's Manual of Ethics. References: Green's Prolegomena; Mill, Spencer, Hyslop, Seth; Baldwin's Social and Ethical Interpretations.

Course 3. This course occupies three hours per week throughout the year.

(a) Ancient and Mediaeval Philosophy.—It will include a general account of the development of philosophic thought from its origin in Greece upwards. Emphasis is put upon the organic connection of systems.

(b) Modern Philosophy.—Second term. Especial emphasis is put upon the English movement in Philosophy as the basis for comprehending the Kantian and Post-Kantian movements.

Lectures, text-book work, prescribed readings and essays will constitute the method of instruction. Students will be required to read in part the following: Plato's Republic, Nicomachean Ethics of Aristotle, Descartes' Method and Meditations, Spinoza's Ethics, Leibniz's New Essays, Locke's Essay on Human Understanding, Berkeley's Principles, Hume's Treatise.

Texts and Reference—Weber's History of Philosophy; Windelband; Erdmann; Schwegler.

Course 4. This course occupies three hours per week through the year.

(a) ADVANCED PSYCHOLOGY.—It will consist of a study of selected portions of James' Principles, with readings from Külpe and Wundt, together with lectures, student papers and laboratory work. The psychophysical methods will be studied in some detail, and besides the main topics of general psychology some consideration will be given to certain phases of abnormal psychology such as dream consciousness, hypnotism, illusions, insanity.

Laboratory work (in Psychology) representing one-third of the time of the course is required.

BOOKS—James' Principles of Psychology, Vol. II; Külpe's Outlines of Psychology; Titchener's Quantitative Experiments in Psychology.

(b) ETHICS.—A study will be made of Green's Prolegomena to Ethics, with collateral readings from Martineau and Sidgwick. As much time as available will be devoted to the study of historical types of ethical theory.

BOOKS—Green's Prolegomena to Ethics; Martineau's Types of Ethical Theory; Sidgwick's Methods of Ethics.

Course 5. Three hours per week through the year.

(a) KANTIAN CRITICISM.—This will be during the first term a study of the Critiques of Pure Reason and Practical Reason and the Critique of Judgment. The main work will be put upon the Critique of Pure Reason.

BOOKS—Watson's Selections; Watson's Kant and his English Critics; Caird's Critical Philosophy of Kant.

(b) METAPHYSICS.—Two hours per week, second term. It will deal with the cardinal questions of modern metaphysics, interpretation of the categories in their systematic order, and will seek to reach some conception of the relation of the individual to the absolute.

TEXT—Royce's The World and the Individual, Volumes 1 and 2. Collateral Reading; Bradley, Schiller and Taylor.

(c) POST-KANTIANISM.—A rapid historical survey of Post-Kantian Idealism, occupying one hour per week during the second term.

COLLATERAL READING—Royce's Spirit of Modern Philosophy; McTaggart, Hegelian Dialectic.

Courses (4) and (5) are not given the same year.

VIII. PEDAGOGY.

PROFESSOR LANE. MISS SCOTT.

The work of this department is designed to acquaint students who undertake it with the general principles of education, and as much of the detail of educational practice as is feasible under our limitations of time. It is thought that such knowledge cannot but be of prime importance to every young woman, whether she expects to become an actual teacher in the schools or not. She must at least through life be her own teacher in many lines of study, and will necessarily exercise a more or less directive influence over the lives of others with whom she is connected in society. It hence is desirable that she should know the principles which are essential to successful teaching, because she will thus be better qualified than otherwise to direct her own growth and perform her obligations to society intelligently, or, if she goes into school work, to perform her professional duties more wisely. In the last respect the importance of these studies goes without saying. Practical work in applying the principles is insisted on regularly.

Course 1. (a) This will meet twice a week throughout the year. It will at first be occupied with the History of Education, studying the different forms of educational thought from the earliest times up through its mediæval and modern transitions. The second term will be devoted to a study of the principles of Pedagogy in relation to the work of the teacher, both in general and as applied to special methods.

(b) Practice work in the preparation and teaching of lessons. Once a week.

BOOKS—McMurray's Method of the Recitation, Rein's Outlines of Pedagogics; De Garmo's Principles of Secondary Education; Compayré; Quick; Seeley; Roark's Methods in Education; Schaeffer; Monroe's History of Education; McClellan & Dewey's Psychology of Number.

Course 2. (a) PHILOSOPHY OF EDUCATION.—This course deals with the fundamental principles that underlie education, with the discussion of the educational standard and method in general in relation to that standard, with the analysis of the process of acquisition, self-activity, etc.

BOOKS—Harris' Psychological Foundations of Education; Horne's Philosophy of Education.

(b) Pedagogical Psychology.—A study of mental functions with especial reference to their bearing on the method of Pedagogy.

(c) School Management.—This will occupy one hour per week, and will deal more especially with questions of school discipline and government, punishments, etc.

Course 3. (a) History of Education.—An intensive study of some selected educational masterpieces, with an attempt to interpret these in their general relationship to philosophic movements, will cover this part of the course. Two hours per week.

Books—Rousseau's Emile; Herbart's Science of Education; Spencer's Education; Pestallozi; Froebel.

(b) Comparative Educational Systems.—A study will be made of British, French, German and American educational systems. One hour per week.

Courses (2) and (3) are not given the same year.

IX. HISTORY.

Professor Arnold. Miss Margaret Ellis.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students that have had sufficient training to enable them to pursue it with profit.

Course 1. Ancient History.—(a) *Beginnings of Civilization* and *History of Greece.*—This course includes a brief introduction to Classical Geography, a rapid survey of the ancient civilizations of Egypt, Chaldea, India, and China, and a special study of the achievements of the Greeks. Lectures, recitations, library work. Three hours a week first term.

Text-Books—Botsford's History of the Orient and Greece, Mahaffy's Old Greek Life, Mariette's Outlines of Ancient Egyptian History, Sayce's Primer of Assyriology, and Dutt's Civilization of India.

(b) *History of Rome.*—This course of study embraces the growth of the Republic, the establishment of colonies, the extension of foreign conquest, the nature of political institutions, the history of the Empire, the German invasions, and the fusion of Roman and Teuton under the rule of Charles the Great. Lectures recitations, library work. Three hours a week second term.

TEXT-BOOKS—Seignobos' History of the Roman People, and Preston and Dodge's Private Life of the Romans.

Course 2. MEDIAEVAL AND MODERN HISTORY.—(a) *Europe in the Middle Ages.* In this course a rapid review of the Carolingian period is first made, and then is begun the study of the rise of the Papacy, the development of the Mediæval Church, the founding of the Holy Roman Empire, the nature of the Feudal System, the influence of the Crusades, and the forces of the Renaissance. Lectures, recitations, library work, oral and written class reports. Three hours a week first term.

TEXT-BOOKS—Emerton's Introduction to the Middle Ages, Emerton's Mediæval Europe, and Adams' Civilization during the Middle Ages.

(b) *Europe in Modern Times.*—This course covers the Reformation and Thirty Years' War, the struggle in England for constitutional government, the rise of Russia and Prussia, the French Revolution, and the landmarks of European history since the Congress of Vienna. Lectures, recitations, library work, oral and written class reports. Three hours a week second term.

TEXT-BOOKS—Schwill's History of Modern Europe and Epochs of Modern History edited by Morris.

Course 3. ENGLISH HISTORY.—During the fall term special attention is paid to the Norman Conquest, post-Norman Feudalism, the Wars of the Roses, the Tudors and the Reformation. In the spring term the subjects chiefly studied are Parliament and the Stuarts, British Colonial Development, and England's Attitude during the Revolutionary and Napoleonic Eras. Three hours a week throughout the session. Lectures, recitations, oral and written reports.

Course 4. AMERICAN HISTORY.—During the first term a general review is made of the entire period of American history. The discoveries, the colonial life, the revolutionary strife, the formation of the union, the rise of parties, the growth of sectionalism, the secession movement, the reconstruction period, the strengthening and more conscious nationalism are subjects receiving treatment in outline. In the second term some one phase of the history of the United States is more intensively studied. Source books are used and several authors are read.

Three hours a week throughout the session. [Offered for 1908–09.]

Course 5. NINETEENTH CENTURY HISTORY.—This course covers European history from the Congress of Vienna to the present time. Subjects emphasized are the reaction against legitimism and against Metternich's policy of absolutism; the growth of liberalism and of constitutional government; the rise of nationalism; the changing international relations; and the colonial schemes of the leading nations of Europe. Three hours a week throughout the session. [Offered for 1909–10.]

TEXT-BOOKS—Alison Phillips' European History, 1815–1899, Kirkpatrick's Lectures on the History of the Nineteenth Century.

X. SOCIOLOGY.

PROFESSOR (to be elected).

Course 1. ELEMENTS OF ECONOMICS AND SOCIAL SCIENCE.—This course is designed to give an acquaintance with the more important principles of Political Economy, to insure some understanding of the primary, basal laws underlying the welfare and progress of society, to awaken an interest in social phenomena, and to beget the desire and ability to be of real social service. Some attention is given to the general theory of Sociology as developed in the writings of Spencer, Ward, Small, and Giddings, but the greater part of the course is devoted to the consideration of practical questions, such as charities and correction, punishment and reformation, old age pensions and working-men's insurance, factory legislation, the labor movement, woman's work and wages, college settlements, and the church in relation to social reform. Lectures, recitations, class reports, essays. Three hours a week through the session.

TEXT-BOOKS—Walker's Political Economy, Clark's Philosophy of Wealth, Ross' The Foundations of Sociology, Warner's American Charities, and Small and Vincent's Introduction to the Study of Society.

Course 2. POLITICAL SCIENCE.—This course is a study of the history and theory of government. Special attention is given to English and American institutions and to municipal social reforms. Three hours a week throughout the session.

XI. MATHEMATICS.

PROFESSOR PATTILLO. MISS LAREW.

Course 1. (a) ADVANCED ALGEBRA.—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is usually given in preparatory schools, this class will take up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) SOLID GOEMETRY.—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) PLANE TRIGONOMETRY.—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

TEXT-BOOKS.—Wells's Advanced Course in Algebra; Phillips and Fisher's Elements of Geometry; Loney's Plane Trigonometry, Part I.

Course 2. (a) ANALYTIC GEOMETRY.—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic, and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.

(b) DIFFERENTIAL AND INTEGRAL CALCULUS.—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Tanner and Allen's Analytic Geometry; Granville's Differential and Integral Calculus.

Course 3. (a) INTEGRAL CALCULUS.—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) THEORY OF EQUATIONS.—An advanced course in the general Theory of Equations in which a knowledge of the Calculus will be presupposed.

Three times a week through the year.

TEXT-BOOKS—Granville's Differential and Integral Calculus; Burnside and Panton's Theory of Equations, Vol. I.

Course 4. (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.—The plane, the straight line, quadratic surfaces, general theory of surfaces.

(b) DIFFERENTIAL EQUATIONS.—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with a few geometric and physical applications.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

Course 5. (a) ANALYTIC GEOMETRY.—An advanced course, with an introduction to modern Analytic Geometry.

(b) ADVANCED CALCULUS.—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

TEXT AND REFERENCE BOOKS—Salmon's Conic Sections; Goursat's Cours d'Analyse; Williamson's Differential Calculus; Williamson's Integral Calculus.

Courses 4 and 5 will be given alternately.

XII. CHEMISTRY.

PROFESSOR MARTIN.

Course 1. INORGANIC CHEMISTRY.—The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of fundamental principles and the solving of stoichiometric problems. Value, 3 hours.

Course 2. QUALITATIVE ANALYSIS.—(a) *Solution Analysis;* (b) *Pyro-analysis.* Value, 3 hours.

Course 3. ORGANIC CHEMISTRY.—A systematic and comprehensive survey of the chief series of hydrocarbons and their compounds, with especial emphasis upon the theoretical basis of the science. The practical work includes the making of twenty-four pure organic compounds. Value, 3 hours.

Course 4. Quantitative Analysis.—The course includes gravimetric and volumetric methods, and is designed to develop a high degree of technical skill. It calls for nine hours of laboratory practice weekly. Value, 3 hours.

Course 5. Sanitary Chemistry.—This course is given in the first half session. It embraces the sanitary analysis of potable water, beverages, condiments, and foodstuffs. Chemistry 4 is prerequisite.

Course 6. Mineralogy.—This course is given in the second half-session. It embraces the Elements of Crystallography and Systematic and Determinative Mineralogy. Chemistry 2 is prerequisite.

XIII. PHYSICS.

Professor (to be elected).

Course 1. General Physics.—The object of this course is to present to the student as many of the facts and underlying principles in the ever widening field of physical knowledge as the time at our disposal will permit, and to give some training, both to the powers of observation, and in the methods of exact measurement. The course, therefore, consists of two parts:

(a) Recitations, based upon a text-book on general physics. Two periods a week during the entire session.

(b) Laboratory work. One afternoon a week during the entire session.

Course 2. This course provides an introduction to the more advanced mathematical treatment of physical phenomena. Attention is given to selected topics from Mechanics, Heat, Electricity and Magnetism. Laboratory practice is also given, the experiments having direct bearing upon the topics under consideration. Value, 3 hours.

Course 3. Optics. Three hours a week during the first half session.

Course 4. Conduction of Electricity of Gases, Radio-Activity. Three hours a week during the second half session.

XIV. ASTRONOMY.

PROFESSOR (to be elected).

Course 1. DESCRIPTIVE ASTRONOMY.—Historical and general information concerning celestial phenomena. Two hours a week through the year.

TEXT-BOOK—Young's Manual of Astronomy.

Course 2. SPHERICAL ASTRONOMY.—This course includes a brief discussion of the following subjects: Spherical Trigonometry, Transformation of Coördinates, Determination of Time, Correction of Observations, Precession and Eclipses. One hour a week throughout the year.

XV. BIOLOGY.

PROFESSOR HAMAKER.

Course 1. GENERAL BIOLOGY.—This introductory course is designed to acquaint the student with the more important principles of organization and the life relations of organisms. The subject matter of the course offers unusual opportunity for training in accurate observation and expression, nicety of judgment and correct modes of thought leading to legitimate inference by inductive methods. These are constantly insisted upon. About 90 hours are devoted to laboratory work during the year and, besides, one or two periods per week of lecture and recitation.

Course 2. BOTANY.—The structure, physiology and genetic relations of plants. The work of this course consists almost wholly of laboratory work, but there will be occasional lectures. Most of the time is devoted to the study of types of the most important orders of Cryptogams with an extended consideration of the relations of the Archegoniates, Gymnosperms and Angiosperms. Three times a week.

Course 3. ZOÖLOGY.—Comparative morphology and biology of animals as represented by a series of types of the most important classes of Invertebrates and Vertebrates. Three times a week.

Course 4. COMPARATIVE ANATOMY OF THE VERTEBRATES.—This course will consist chiefly of the dissection of typical examples

of fishes, amphibians, reptiles and mammals. There will also be occasional lectures and recitations. Three times a week during the first half year.

Course 5. (a) HISTOLOGY.—During the first term this course will consist wholly of laboratory work involving the practice of the most important methods employed in histological technique, and the study of the cell and the tissues.

(b) EMBRYOLOGY.—During the second term there will be occasional lectures, but the work will be chiefly in the laboratory and will consist of the application of histological methods to the study of the development of the vertebrate embryo (frog and chick). [Omitted in 1908–1909.]

Course 6. ECONOMIC MICROÖRGANISMS.—This course deals broadly with the phenomena of organic ferments and more specifically with the pathogenic microörganisms. Two or three times a week during the second half year.

XVI. GEOLOGY.

PROFESSOR HAMAKER.

Course 1. GENERAL GEOLOGY.—Lectures, laboratory practice, excursions, and recitations. The department is equipped with good collections of photographs, models, charts, minerals, rocks, and fossils. The vicinity abounds in magnificent illustrations of Dynamical Geology. Chemistry 1 and Biology 1 are prerequisites. [Omitted in 1908–1909.]

XVII. ENGLISH BIBLE.

PROFESSOR (to be elected).

Course 1. This course embraces a study of the growth of the Bible, the life of Christ, the evidences of Christianity, the labors of the Apostles, and the relation of Christianity to Judaism. The work is devoted to New Testament study, the writings of Paul and John receiving special attention. Two hours a week throughout the year.

TEXT-BOOKS—The English Bible, Revised Version; Smith's How We Got Our Bible, Stalker's Life of Christ, Fisher's Brief Manual of Christian Evidences, Purves' Apostolic Age, Gladstone's Impregnable Rock of Holy Scripture, Goodman's Outline of the Life and Letters of Paul.

Course 2. This course is devoted to the study of the Old Testament. The biographies of the patriarchal heroes, the messages of the law-givers, the masterpieces of wisdom literature and of prophecy, the Messianic hope, and the history of the Hebrews are presented. Two hours a week throughout the year.

TEXT-BOOKS—Dean's Abraham: His Life and Times, Rawlinson's Moses, Farrar's The Minor Prophets, Moulton's Modern Reader's Bible (Job and Isaiah), Adeney's How to Read the Bible, Sanders and Kent's Messages of the Bible, Orr's The Problem of the Old Testament.

For the A. B. degree one year in the study of the English Bible is required, usually Course 1; but Course 2 may be substituted by students that have had sufficient training to enable them to pursue it with profit.

XVIII. MUSIC.

PROFESSORS DAVIS, ADAMS AND CLARK.
MISS SNEED, MISS BOND, MISS WILLIAMS, MISS JOHNSON,
MISS CARRINGTON, MISS ORR.

This department is under the direct supervision of Professor Davis. Instruction, both theoretical and practical, will be given in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

ENTRANCE REQUIREMENTS.—Students must understand the rudiments of music and have some technical proficiency before the theoretical or practical courses can be taken.

Where the examination shows deficient training an introductory course will be given, but no beginner in music will be received in the department.

Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music. This is credited as six hours on the A. B. or A. M. degree.

Each course in Theory will be credited as two hours on the A. B. degree, not exceeding, however, six hours' credit in all.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given.

Resident students who specialize in music will be required to take nine hours a week in the academic departments. Half-courses are offered for those whose literary studies do not leave full time for music. In music, as in other subjects, students enter the courses for which they are prepared.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicales and lectures will be given frequently.

For terms, see pages 62 and 63.

I. Theory.

PROFESSOR DAVIS. MISS SNEED. MISS WILLIAMS.

An Introductory Course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

INTRODUCTORY YEAR.

The history of notation; formation of intervals; origin and development of scales and simple harmonic chords; relationship of keys; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments. Twice a week through the year.

Course 1. HARMONY.—This course includes a thorough treatment of intervals; the principal consonant and dissonant chords in their relation to harmonic progression; modulation to related

keys; the use of passing notes and suspensions; the harmonizing of a given theme, or a figured bass; practical work at keyboard and in written exercises. Twice a week through the year.

Course 2. Advanced Harmony and Counterpoint.—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at the keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

Course 3. History of Music.—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of counterpoint and polyphonic music; Luther's Reformation; the Italian, French and German opera; the oratorio; the development of instrumental music; the great Art Forms; biographies of the great composers. Twice a week through the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

Course 4. Counterpoint, Form and Analysis.—This course is a development of work begun in Course 2, and includes more advanced work in counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

II. Pianoforte.

Professors Davis and Adams.
Miss Bond, Miss Sneed, Miss Williams, Miss Johnson, Miss Orr.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

Course 1. Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and

arpeggios in various forms; studies and sonatas by such composers as Czerny, Clementi, Loeschorn, Kuhlan, or equivalents. Two lessons a week and two periods of daily practice through the year.

Course 2. Continued study of scales and arpeggios; studies and sonatas by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, etc. Two lessons a week and two periods of daily practice through the year.

Course 3. Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer, and Loeschorn studies; Mathew's Graded Studies, Beethoven Sonatas, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week and two periods of daily practice through the year.

Course 4. This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, and sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four and eight hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week and two periods of daily practice through the year.

III. Vocal Music.

PROFESSOR CLARK. MISS CARRINGTON.

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice. Students must have some knowledge of the rudiments of music and ability to read simple music before taking Course 1.

SOLO SINGING.

Course 1. Lessons in correct position, breathing and production of tone; development of registers; easy solfeggios and exercises in Concone and Panofka; also Sieber's Studies in enuncia-

tion preparatory to simple songs. Two lessons a week, and one period of daily practice through the year.

Course 2. Study of intervals with portamento; slow scales and arpeggios; more difficult studies in Panofka and Matilde Marchesi; study of ballad singing. Two lessons a week, and one period of daily practice through the year.

Course 3. Study of scales, arpeggios, turns, etc., in rapid movement; exercises in Italian from Salvator Marchesi and Vaccai; vocalises for style and execution; Italian, French and German songs; oratorio and church music. Two lessons a week, and one period of daily practice through the year.

Course 4. Study of major and minor scales; advanced work in execution and artistic phrasing; continued study of diction and interpretation covering a wide range of songs from the best writers. Two lessons a week, and two periods of daily practice through the year. All students who complete Course 4 must pass the examinations required in Course 2 for pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

Chorus Class.

This class is open to students who pass the examination required by the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year, to study the choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc.

IV. Organ.

Professor Adams.

A carefully arranged course in organ music is offered students. A large Mason & Hamlin organ, with two manuals and full set of pedals, is accessible to students for practice at the College. A pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule this course covers four years.

V. Violin.

MISS JOHNSON.

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

VI. Students' Half-Course.

This course is designed for students whose academic studies prevent their taking full work in music.

Only students somewhat advanced in music will be allowed to take this course.

XIX. ART.

PROFESSOR SMITH. MISS MORGAN.

The purpose of the department of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and their appreciation of the beauty of form and color. The time of the student is devoted to the study of the principles that underlie all true work in art, and to their application in studies of gradually increased difficulty. The work is individual, therefore each student has all liberty and encouragement to advance as rapidly as her time and ability will allow. The method is the same as that used in the best art schools of this country and Europe. Students completing Course 6 are admitted to the life class in the Art Students' League of New York, in Pennsylvania Academy of Fine Arts and the Académie Julian in Paris, France.

The Pennsylvania Academy of Fine Arts, Philadelphia, offers a scholarship to the Art Department of this College.

Students completing Course 6 in technical work and History of Art will receive a Certificate of Proficiency. This is credited as five hours on the M. A. degree, or as two hours on the A. B. degree.

HISTORY OF ART.—This course is designed to acquaint the students with the great movements in Art which represent the civilization of the world, as well as with the masters of the ages

and their works. It embraces the history of architecture, sculpture and painting in the following countries: Egypt, Babylon, Assyria, Persia, India, Greece, Italy, France, England and America. No drawing is done in this course which is planned as a general culture course for all students. A two-hour elective counts towards the A. B. degree. Open without charge to Sophomores, Juniors, Seniors and advanced Special Students. This class meets twice a week throughout the session. Lectures will be illustrated with photographs and lantern slides.

TEXTS—Architecture, Classic and Early Christian, Smith and Slater; Architecture, Gothic and Renaissance, T. Roger Smith; History of Sculpture, Marquand and Frothingham; History of Painting, Van Dyke.

TECHNICAL AND THEORETICAL.—For those seeking technical and theoretical knowledge the following courses are offered. For terms, see pages 62 and 63.

Introductory. Drawing from objects and casts. Perspective. Three hours.

Course 1. Drawing from casts, heads and busts; still-life. Comparative Anatomy. Three hours.

Course 2. Drawing from casts, heads and full-lengths. Composition. Three hours.

Course 3. Drawing heads from life, draped models. Painting from still-life. Composition. Sketching. Three hours.

Course 4. Drawing from life. Painting from still-life. Composition. Out-door sketching. Three hours.

Courses 5 and 6. Painting from life. Composition. Out-door sketching. Three hours.

A large sky-lit studio well equipped with imported casts, objects for still-life studies, materials and photographs is provided for the use of students. A living model is also furnished daily without extra charge.

The composition class meets every week, when each student brings an original drawing or painting representing her conception of the subject which has been assigned for treatment. Each composition is criticised minutely for the benefit of all, and care is taken that the students are drilled in the principles that are

necessary for the foundation of good pictures. Open to all art students without extra charge.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter, and landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrative drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done in pastels, oils or water colors.

A course in miniature painting is offered.

Mature students desiring to devote all their time to art may board near the College and attend as Day Students.

XX. PHYSICAL TRAINING.

MISS BELDING. MISS ————.

The recognition of Physical Training as a branch of Education has become so wide-spread that no institute of foremost rank may exist without provision for such a course. For this purpose a well equipped gymnasium is built and directors competent to give individual attention to the especial needs of the students are employed.

The aims of Physical Training may be classed as follows: (1) Hygienic, (2) Recreative, (3) Remedial, (4) Educative.

The effects which we purpose to obtain in our prescribed courses are primarily (1) organic strength and power, (2) relaxation and recreation from mental pursuits, (3) correction of anatomical (spinal curvature, drooping head, etc.) and physiological (circulation, respiration, etc.), defects, (4) training of the individual to act as a social unit through the medium of mass drills and exercises, (5) poise of body and grace of movement through muscular and nervous control.

The derivative effects are development in moral stamina, a joyous buoyancy of mind, a pride in appearance and a norm of courage.

The average girl who enters college is generally below the

normal in strength and undeveloped in muscular control. The majority have to some degree physical deformities such as round shoulders, drooping head, spinal curvature, etc. In few may be seen the ease and grace of movement combined with that vigor and life that the trained muscular and nervous coördination brings about.

Bearing these facts in mind a systematic and progressive four years' course is laid out which is adapted to the needs of all, the weak as well as the strong; the skilled as well as the unskilled. It is based on a knowledge of physiology, anatomy, and sociology, and has for its goal the building up and maintenance of *Health*, which has been aptly defined as the harmonious working of all parts of the body to the greatest degree of efficiency.

Each girl, upon entrance into college, has a special physical examination in which her measurements are recorded, her strength (back, legs, lungs) tested, and general facts concerning health and hereditary tendencies solicited. The college physician also gives a careful medical examination. These two examinations furnish a guide for the direction of special exercises.

Each student is required to take two hours a week of gymnasium work and one hour of exercise in the open air daily except on her gymnasium days. The seniors are exempt from compulsory work; but the fourth year is designed for their benefit.

The outline of the work for four years is as follows:

First Year.

Marching tactics, calisthenics, and light gymnastics, including free developing exercises, Swedish free exercises, chest weights, and elementary æsthetic movements (rhythmic movements of arms, legs, and body).

Apparatus:

Vaulting buck and bar, travelling rings, Swedish boom, ropes, ladders, and stall bars.

Elementary Athletics:

Jumping, running, vaulting.

Second Year.

Intermediate courses in calisthenics and light gymnastics, free developing exercises, elementary dumb-bell drills, Swedish gymnastics, æsthetic movements.

Apparatus:

Rings, parallel bars, horse, vaulting buck, climbing ropes, poles, ladders.

Athletics:

Field sports, jumping, running, vaulting, rowing.

THIRD YEAR.

Advanced marching, tactics, free exercises, dumb-bells, wands, fencing, Swedish gymnastics, Indian clubs, advanced æsthetic movements.

Apparatus:

Advanced exercises on horse, buck, ropes, poles.

Athletics:

Field sports.

FOURTH YEAR.

Wand and dumb-bell drills, æsthetic and rhythmic steps, fencing, clubs.

Apparatus:

Rings, ropes, horse, horizontal bar, Swedish gymnastics, buck.

Athletics:

Field sports.

GAMES.

In all years gymnastic games will be taught. Such games are basket-ball, centre ball, curtain ball, three deep, ball races, tennis, field hockey, and cross ball.

Athletics:

Students are encouraged to participate in all out-door sports such as hockey, tennis, basket-ball, rowing, and field sports. Inter-class games are held annually and also competition in field sports, because an opportunity to show skill and represent a class in athletic games, as elsewhere, is of social and moral value.

Medical Gymnastics:

This course is especially designed for those who have marked deformities which need especial attention. These students are under the direct supervision of the director, and improvement is noted through frequent physical examinations.

Any request from a student's family physician that she be allowed to omit gymnasium work on account of ill health should give reason in full, and should be sent to the Physical Director on the student's entrance.

Students who show ability and strength to enter advanced classes may do so with the approval of the Physical Director. Students who through illness or absence have fallen behind in class work will be placed in a lower class.

It is requested that students have their gymnasium suits made here—on account of uniformity. Arrangements have been made for the manufacture of these suits in Lynchburg, according to the orders of the Director, and at a very moderate expense.

EXPENSES FOR HALF SESSION

I. For literary courses:

Matriculation	$ 7.50
Tuition in three or more courses	37.50
Board, including fuel, lights, laundry, gymnasium instruction and medical attendance	100.00

II. For Music.

	Half Course	*Full Course*
Piano:		
Courses 1 and 2	$15.00	$27.00
Courses 3 and 4	18.00	32.50
Use of piano one period (50 minutes) daily	3.00	——
Use of piano two periods daily		5.00
Violin:		32.50
Use of room for violin practice two periods daily		5.00
Organ:		32.50
Use of organ two periods daily		10.00
Vocal:		32.50
Use of room for vocal practice, one period		3.00
Use of room for vocal practice, two periods		5.00
Chorus		5.00
Theory: Introductory Course		5.00
Course 1 or 2		10.00
Course 3 or 4		15.00

III. For Art: According to advancement.

1. Regular course in studio (10 hours per week)	27.00
2. Double course in studio (20 hours per week)	45.00

IV. Special Physical Culture:

Course 3, four in class	10.00
Courses 2 and 3, two in class	20.00
Private lessons	32.50

V. Laboratory and Gymnasium fees:

Students taking laboratory courses in Chemistry 1, or in Biology, Mineralogy or Physics, pay a laboratory fee of $5 for material and use of apparatus. For advanced elective courses in Analytical Chemistry the laboratory fee is $10. The laboratory fee in Psychology is $2.50. In Geology $1. Use of gymnasium apparatus, $5.

All college fees are due the first day of each half-session.

☞A rebate of ten per cent. of the *tuition* fees will be allowed any student whose sister or brother is also attending any one of the schools of the Randolph-Macon System.

☞The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

SUMMARY

From the above it will be seen that the cost of the courses most usually taken is as follows:

I.	For students taking the full literary course:		
	Tuition and Matriculation		$45.00
	Board		100.00
	Gynasium fee		5.00
	Total		$150.00
II.	For students who add half-Music without Theory to the literary course:		
	Literary course, with board, etc., as above	$150.00—	$150.00
	Half Music, according to advancement	15.00—	18.00
	Use of piano one period daily	3.00—	3.00
	Total	$168.00—	$171.00
III.	For students taking three or four literary subjects and full advanced course of music:		
	Literary course, with board, as above	$150.00—	$150.00
	Music, according to advancement	27.00—	32.50
	Theory, according to advancement	5.00—	15.00
	Use of piano two periods daily	5.00—	5.00
	Total	$187.00—	$202.50
IV.	For students specializing in Art:		
	Literary course, with board, as above		$150.00
	Art double time		45.00
	Total		$195.00

☞ To these charges add laboratory fee, if student takes Chemistry, Biology, Physics or Psychology.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattresses, pillows and crockery. Each student should bring with her sheets, blankets, and counterpanes for single bed; pillow-cases (size 36 x 24 inches),

towels and hot-water bottle; also one dozen napkins, marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon; pictures, etc.

Uniform gymnasium suits can be purchased in Lynchburg at wholesale price, which will be found cheaper and far more satisfactory than for each student to undertake to bring her suit from home.

LAUNDRY.—Each student is entitled to the washing of one dozen *plain* pieces a week, amounting to $4 per month, free of charge, in the college laundry. Students can have extra pieces washed by paying for them at College laundry rates, which are 30 per cent. lower than those charged by Lynchburg city laundries.

No article will be received for the laundry which is not plainly and indelibly marked.

CALENDAR

COMMENCEMENT EXERCISES, JUNE, 1908.

Sunday, May 31, 11 a. m.: Baccalaureate sermon.

Monday, June 1st, 8.30 p. m.: Class-Day Exercises.

Tuesday, June 2d, 10 a. m.: Commencement Exercises.

8.30 p. m.: Annual celebration of the Literary Societies.

FOR SESSION 1908–1909.

Session begins Wednesday, September 16th, 1908.

Christmas vacation from Tuesday 12.20 p. m., December 22d, 1908, to Tuesday, 7.30 p. m., January 5th, 1909.

Holiday will also be given on Thanksgiving Day, and four days at Easter.

☞Any student who fails to return promptly at the close of any holiday will be required to stand a special examination on the recitations missed, and a fee of $2 will be charged for giving these examinations, in each subject.

First term ends and second term begins Monday, February 1st, 1909.

Session closes Tuesday, June 8th, 1909.

SCHEDULE OF RECITATIONS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 9.00 a. m.	English, 6 A German, 4 French, 1 A Spanish, 1 History, 1	English, 5 Latin, 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 4 (5) Mathematics, 1 A Geology Physics, 3 Bible, 1 A	English, 6 A German, 4 French, 1 A Spanish, 1 Mathematics, 1 A Physics, 1 Bible, 2 Theory of Music, 2 A History, 1 A	English, 5 Latin. 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 4 (5) Geology Physics, 3 Bible, 1 A	English, 6 A French, 1 A Spanish, 1 German, 4 Mathematics, 1 A Physics, 1 Bible, 2 Theory of Music, 2 A History 1 A	English, 5 Latin, 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 4 (5) Mathematics, 1 A Physics, 3
2 9.50 a. m.	English, 6 B French, 6 Philosophy, 2 German, 3 Spanish, 2 Biology, 1 A Bible, 1 B	English, 1 A English, 8 English, (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 1 B Mathematics, 2 Biology, 1 C Theory of Music, 1 A	English, 6 B French, 6 Philosophy, 2 History, 1 B Mathematics, 1 B German, 3 Spanish, 2 Biology, 1 A Bible, 1 B History of Art	English, 1 A English, 8 English, 4 (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 2 Biology, 1 C Theory of Music, 1 A	English, 6 B French, 6 Philosophy, 2 History, 1 B Mathematics, 1 B German, 3 Spanish, 2 Biology, 1 A History of Art	English, 1 A English, 8 English, 4 (13) Latin, 1 B French, 1 B History, 2 Sociology Mathematics, 1 B Mathematics, 2 Physics, 2 Biology, 1 C
3 10.40 a.m.	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 Biology, 1 A	English, 1 C English, 2 B English, 6 C Greek, 4 German, 2 A French, 2 C Pedagogy, 1 Mathematics, 1 C French, 3 Biology, 1 C Bible, 1 C	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 Mathematics, 1 C Biology, 1 A Theory of Music, 1 B	English, 1 C English, 2 B English, 6 C Greek, 4 German, 2 A French, 2 C Pedagogy, 1 Theory of Music, 4 French, 3 Biology, 1 C Bible, 1 C	English, 1 B English, 2 A English, 7 Latin, 4 (5) Greek, 1 French, 1 C Philosophy, 3 Mathematics, 1 C Biology, 1 A Theory of Music, 1 B	English, 1 C English, 2 B English, 6 C Greek, 4 German, 2 A French, 2 C Pedagogy, 1 Mathematics, 1 C Theory of Music, 4 Biology, 1 C
4 11.30 a.m.	English, 1 D English, 1 F Latin, 2 (3) French, 2 B Psychology, Lab. Sociology, 2 Biology, 1 B	English, 1 E Greek, 2 German, 2 B French, 2 A Mathematics, 1 D Mathematics, 3 Theory of Music, 2 B Biology, 1 D	English 1 D English, 1 F Latin, 2 (3) French, 2 B History, 1 C Mathematics, 1 D Sociology, 2 Biology, 1 B Theory of Music, 1 C	English, 1 E Greek, 2 German, 2 B French, 2 A Philosophy, 1 B Mathematics, 3 Theory of Music, 2 B Biology, 1 D	English, 1 D English, 1 F Latin, 2 (3) French, 2 B History, 1 C Mathematics, 1 D Sociology, 2 Biology, 1 B Theory of Music, 1 C History of Art	English, 1 E Greek, 2 German, 2 B French, 2 A Philosophy, 1 B Mathematics, 1 D Mathematics, 3 Biology, 1 D
5 12.20 p.m.	English, 1 G English, 11 (12) German, 1 B French, 5 Psychology, Lab. Biology, 1 B	English, 1 H English, 3 Latin, 1 C Greek, 3 French, 1 D French, 6 Pedagogy, 2 Mathematics, 4 (5) History, 3 Biology, 1 D	English, 1 G English, 11 (12) German, 1 B French, 5 Philosophy, 1 A History, 1 D Mathematics, 1 E Astronomy, 1 Biology, 1 B History of Music Theory of Music, 1 D	English, 1 H English, 3 Latin, 1 C Greek, 3 French, 1 D French, 6 Pedagogy, 2 Mathematics, 4 (5) History, 3 Biology, 1 D	English, 1 G English, 11 (12) German, 1 B French, 5 Philosophy, 1 A History, 1 D Mathematics, 1 E Astronomy, 1 Biology, 1 B History of Music Theory of Music, 1 D	English, 1 H English, 3 Latin, 1 C Greek, 3 French, 1 D French, 6 Pedagogy, 2 Mathematics, 4 (5) History, 3 Biology, 1 D Art Composition
1.10 p. m.						
6 2.00 p. m.	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 1 A, Lab. Biology, 2, 3	Chemistry, 1 Psychology, 1 Lab. Physics, 2 Lab. Biology, 4 (5) 6	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 2 Lab. Biology, 2, 3	Chemistry, 1 Physics, 1 B, Lab. Biology, 4 (5) 6	Lab., Chemistry, 2, 3, 4, 5, 6 Psychology, 1 Lab. Biology, 2, 3	Chemistry, 1 Biology, 4 (5) 6
7 2.50 p. m.	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 1 A, Lab. Biology, 2, 3	Chemistry, 3 Psychology, 1 Lab. Physics, 2 Lab. Biology, 4 (5) 6	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 2 Lab. Sketch Class Biology, 2, 3	Chemistry, 3 Physics, 1 B, Lab. Biology, 4 (5) 6	Lab., Chemistry, 2, 3, 4, 5, 6 Psychology, 1 Lab. Biology, 2, 3	Chemistry, 5, 6 Biology, 4 (5) 6
8 3.40 p. m.	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 1 A, Lab.	Chemistry, 2 Physics, 2 Lab. (Geology)	Lab., Chemistry, 2, 3, 4, 5, 6 Physics, 2 Lab.	Chemistry, 2 Physics, 1 B, Lab. (Geology)	Lab., Chemistry, 2, 3, 4, 5, 6	Chemistry, 2 (Geology)
9 4.30 p. m. 5.30 p. m.						

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APPENDIX

THE

Randolph-Macon System

OF

COLLEGES AND ACADEMIES

WM. W. SMITH, A. M., LL. D., Chancellor

I. FOR MEN.

1. RANDOLPH-MACON COLLEGE,
ASHLAND, VA.
President, R. E. Blackwell, A. M., LL. D.

2. RANDOLPH-MACON ACADEMY,
BEDFORD CITY, VA.
Principal, E. Sumter Smith.

3. RANDOLPH-MACON ACADEMY,
FRONT ROYAL, VA.
Principal, Charles L. Melton, A. M.

II. FOR WOMEN.

1. RANDOLPH-MACON WOMAN'S COLLEGE,
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THE

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THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in separate institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

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First, The close correlation of the courses of the Academies with those of Randolph-Macon College and of the Institute with those of the Woman's College should result in a distinct saving of time, and hence of expense, to the student. School and college working in thorough harmony with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

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Secondly, The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured,

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Thirdly, For the preceding reasons and others which might be named, positions in the System are specially attractive, and choice teachers are at all times available for the corps of instructors. In most cases of teachers selected for the Academies those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, but constant and long-continued contact with the developing student enables one to select with confidence the capable teacher.

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RANDOLPH-MACON COLLEGE, ASHLAND, VA.

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GROWTH.

Session	1899-1900	Enrollment	89	Students.
"	1901-1902	"	99	"
"	1902-1903	"	111	"
"	1903-1904	"	141	"
"	1904-1905	"	179	"
"	1905-1906	"	181	"
"	1906-1907	"	215	"
"	1907-1908	"	227	"

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